U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) [] Charter [**X**] Title I [] Magnet [] Choice

Name of Principal: Dr. Paul M. Schley

Official School Name: Cornell Elementary School

School Mailing Address:
111 South 4th Street
Cornell, WI 54732-0517

County: Chippewa State School Code Number*: 1204-0020

Telephone: (715) 239-6577 Fax: (715) 239-6587

Web site/URL: www.cornell.k12.wi.us E-mail: pmschley@cornell.k12.wi.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Paul M. Schley

District Name: Cornell School District Tel: (715) 239-6577

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Pam Baughman

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2004.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

1	Elementary schools (includes K-8)
	Middle/Junior high schools
1	High schools
	K-12 schools
2	**TOTAL**

2. District Per Pupil Expenditure: 9742

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

[ ] Urban or large central city
[ ] Suburban school with characteristics typical of an urban area
[ ] Suburban
[ ] Small city or town in a rural area
[X] Rural

4. 8 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	11	16	27	**6**	20	15	35
K	18	10	28	**7**			0
1	18	17	35	**8**			0
2	16	15	31	**9**			0
3	21	13	34	**10**			0
4	18	8	26	**11**			0
5	15	15	30	**12**			0
		TOTAL STUDENTS IN THE APPLYING SCHOOL					246

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
1 %	Asian
2 %	Black or African American
0 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
97 %	White
0 %	Two or more races
100 %	**Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 14 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	17
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	15
(3)	Total of all transferred students [sum of rows (1) and (2)].	32
(4)	Total number of students in the school as of October 1.	230
(5)	Total transferred students in row (3) divided by total students in row (4).	0.139
(6)	Amount in row (5) multiplied by 100.	13.913

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

-NA-

9. Students eligible for free/reduced-priced meals: 66 %

Total number students who qualify: 163

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %

Total Number of Students Served: 40

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

2	Autism	0	Orthopedic Impairment
0	Deafness	1	Other Health Impaired
0	Deaf-Blindness	11	Specific Learning Disability
2	Emotional Disturbance	21	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
2	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	0	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	0	1
Classroom teachers	13	0
Special resource teachers/specialists	1	6
Paraprofessionals	4	2
Support staff	1	
Total number	19	9

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 **19 :1**

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	95%	95%	96%	95%
Daily teacher attendance	96%	96%	95%	95%	96%
Teacher turnover rate	10%	5%	5%	10%	5%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

We have not had any dropouts in the elementary.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total		%

PART III - SUMMARY

The Cornell Public Elementary School enrolls approximately 250 students in grades 4K-6th grade. We have two sections of most grades, but there are some with only one section, so we have seen class sizes above thirty at times. The community is very poverty stricken with little employment opportunities in the area and 66% of our students are on free or reduced lunch. We are sure there are more families that qualify for this economically based program, but they are too proud to even apply. The area covering the school district was largely agrarian, but has seen many of the family farms disappear, which has resulted in decreasing enrollment at the school. There are a couple factories in the city of Cornell, which has a population of less than 1,500, but most employment of residents is from outside of the community.

Nine years ago the district made some changes that have positively impacted the grass roots of our educational system. The first was implementing a four year old Kindergarten program. This program originally started as four ½ days/week, but has developed into a program that runs four full days/week. The students are much more ready for Kindergarten with this extra year of schooling before that time. Since nearly every child in the district partakes in the program, our Kindergarten students are more prepared for school and cover much more curriculum than they used to. This has enabled us to expect more each year and push down our curriculum to earlier years so students are learning information at a younger age than they ever have before.

During the same year, an after school program was started with hours of operation from 3:15- 5:30. Nearly 30% of the elementary students are enrolled in this program that meets Monday through Thursday during the school year. There is a time for doing homework with the teachers, and there are also enrichment activities offered. This has helped student achievement as students are able to get extra assistance from trained professionals rather than having to rely on their parents for homework help.

Cornell School Distric tMission Statement:
It is the firm belief of the Cornell School District that every young person who comes through our doors is a human being of immeasurable value and unlimited potential with unique talents and abilities. It is the mission of the Cornell Schools as a partner with family and community to assist all of our students in:

- Realizing their potential
- Discovering their unique talents and abilities
- Being prepared for their next level of work or education.
- Becoming contributing citizens of Cornell, Wisconsin, the United States and the global economy.
- Becoming lifelong learners

Cornell School District Philosophy:
We believe that we should offer our students the opportunity for living a well-rounded life through the establishment of desirable habits, attitudes, ideals, interests and appreciation, so that a satisfying and well-rounded life will result. We are fully aware that our purpose is to prepare students for life – not for further training alone.

We believe that the school should be definitely interested in the moral welfare of the community. We believe that the school should take an interest in the development of proper social attitudes on the part of the students, urging them to accept their social responsibilities to the school and the community.

We believe that the responsibilities of a democracy require the ability to understand the procedures, weigh the outcomes, discuss the problems and appreciate the privileges and duties, which are afforded to citizens in a democracy.

We believe that everything in the world is subject to change. We think, therefore, that our students should be taught to expect changes and to adapt themselves to ever-changing conditions.

We believe that a comprehensive curriculum should offer all students the courses they will need if they desire further training. We recognize and respect individual differences. We accept each student at his/her level of achievement and try to develop that total individual. The curriculum is flexible so that it will fit the requirements of the group and at the same time offer an opportunity to the individual for making selections according to his/her own needs.

We believe that the school exists to serve the community, and that an active community interest in the school is necessary in order for the school to realize its ultimate aims and goals.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Wisconsin Knowledge & Competency Exam is the assessment used by the Cornell Elementary school. The exam has four levels of proficiency: Advanced, Proficient, Basic, & Minimal. In order to be considered as having met state standards, students must score in the Advanced or Proficient proficiency levels.

The third grade has seen overall increases in math and has stayed consistently high in reading. At fourth grade we have seen significant increases in both math and reading. In fifth grade, reading has remained strong while math has had a very high increase. Very significant increases have been seen in both math and reading in the sixth grade. However, more importantly than the overall grade level increases, are the increases seen for our students in the socio-economically disadvantaged sub-group. These students have kept pace with the others in nearly all grades over the last few years.

While these results are impressive, we do not consider looking at test scores of the same grade each year as reliable when it comes to gains in student achievement. While the increase of scores is encouraging, there are also different students being tested each year that come from a variety of backgrounds and abilities. We consider the most important data to be the scores of the same students from grade to grade. In reviewing the data, the sixth grade of the 2008-2009 school year is represented on the school scores section of this application from fourth through sixth grade. This is the group we wish to highlight.

In third grade, this group of students scored at 74.19% in math and 77.42% in reading. In moving to fourth grade, the scores were 78.13% in math and 90.63% in reading. By fifth grade they dropped off a bit to 72.73% in math and 84.85% in reading, but there was also a new teacher for the grade which could have easily resulted in not covering as much material before the test as a veteran teacher would have been able to do. Once these students were in sixth grade, they leaped up to 85.29% in math 91.18% in reading. These are accomplishments that we are very proud of. The most amazing part is that the socio-economically disadvantaged students scored better than the class average by the time they were in sixth grade. The achievement gap in this grade had diminished!

2. **Using Assessment Results:**

The Cornell Elementary School first began using data constructively five years ago. Math was the main area of focus and it was determined that we were struggling in three of the five main categories on the assessment. Upon further review, we realized this was occurring because teachers were not getting through their entire text with the students. We also did not have a “reform” type of curriculum which emphasized thinking, but rather a curriculum that required memorizing algorithms.

All of this brought us to the decision that we needed to purchase a new, reform based curriculum, so for the 2007-2008 school year we began using the 2nd edition of Investigations by Pearson Education for our math program in grades 1-5. Kindergarten implemented the Investigations curriculum in 2009-2010 as we were noticing that the first grade students did not know some of the information they were expected to going into that grade.

Assistance to our staff by a Nationally Certified Math Teacher, was instrumental in data analysis and aligning the scope and sequence of our curriculum with state standards. The consultant works for the Cooperative Educational Service Agency in our area of the state and we contract ten days each year for assistance to our

K-12 math teachers. With her help we are able to continually analyze data and interpret the data to determine the strengths and weaknesses of our instructional strategies.

Since we had such success with the consultant format in assessment review in math, we also began the same process in reading/language arts in 2008-2009. This review prompted us to target guided reading as a strategy to better assist students through reading instruction. We have also begun in-servicing on 6+1 traits of writing and frequently assess students to determine their reading level.

3. **Communicating Assessment Results:**

Each year after the assessment results are in, the school's Guidance Counselor shares the results with the teachers. He also explains the results at a publicly held school board meeting where he supplies the school board members and local media a copy of the results. Individual student results are sent home to parents so they can see where their children are at and a link is on the school's website with the annual School Performance Report. If anyone has questions about the assessments, they are encouraged to contact the Guidance Counselor for a better explanation.

4. **Sharing Success:**

The last two years have brought a lot of visiting teachers to Cornell Elementary. Since the inception of the new math series and the great results we have obtained, the word has spread that Cornell Elementary School is doing something right! We have had over a dozen schools visit our classrooms to pick up teaching strategies and techniques. The responses to this have been very positive and we anticipate getting more requests for visits in the future.

Another way of sharing information with other schools that we are particularly proud of is being invited to the State of Wisconsin Math Conference to present on our success. Our 5th & 6th grade math teacher, who we refer to as our "Math Guru," is presenting and taking several students with her to present as well. If Cornell Elementary receives Blue Ribbon Award status, we envision we will be presenting at more conferences and hopefully even be highlighted in some educational magazines. One possibility that has already been considered is to be included in the Wisconsin Association of School Board's monthly magazine publication. There are also several newspapers and television stations in the area that have shown great interest in our nomination for Blue Ribbon School status, and they are anxiously awaiting the results so they can develop stories.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The staff at Cornell Elementary is proud of the fact that our curriculum is student centered. It is designed to offer an inclusive, individualized, and interactive learning style where each student will succeed. Classroom lessons combine individual and small group learning with textbooks and additional resources.

Our Reading/Language Arts block includes writing, shared, independent, and guided reading. Kindergarten through fourth grade students read from a Houghton Mifflin basal reader and teachers choose phonics and language arts lessons from the accompanying material. Guided reading groups share titles from on, above and below ability level literature. Fifth and sixth grade students read novels, completing activities designed to strengthen comprehension strategies.

Our Math curriculum is explorative, and as students solve problems, they are expected to explain their answers in verbal and written form. The curriculum is based on the Investigation Series by Pearson Education. Students find answers to real world problems, often in pairs and small groups. The students' solutions to their problems are often different, as students are encouraged to find answers in more than one way. Teachers also designed Motion Mondays, where students make up a motion that relates to their math vocabulary. These motions help students remember key vocabulary words, which later helps them succeed on assignments and tests.

Our Social Studies curriculum combines lessons from Scott Foresman textbooks with additional resources. Units are supplemented with trade books, video clips, and on line resources, including original documents and current events. Fourth grade students study Wisconsin government, geography and history. They travel four hours to Madison, our state capital, to visit with elected representatives from our region and tour the capitol building. Our weekly Carmen San Diego program gives students exposure to world geography and geography terms. Students listen to daily clues and use maps, globes and research skills to guess "Where in the world is Carmen San Diego."

Our Science curriculum is investigative and students use FOSS kits to conduct science experiments. The FOSS kits are based on students performing experiments and asking and answering questions to explain the science processes and content. Additional life science lessons are held throughout the year, many of them outdoors. Second graders tour Crystal Caves and fifth graders go on a field trip to the Minnesota Museum of Science and participate in a Nature Day at a nearby State Park. Sixth grade students explore the school forest along with local rivers and nature trails.

The focus of our Health curriculum is students living healthy lives while making responsible decisions and having good friendships. Our Health classes collaborate with our school's Guidance curriculum, and are supplemented by lessons from Harcourt Health textbooks. The textbooks begin each chapter with a hands on activity designed to assess prior knowledge and students' understanding of health concepts. Students practice setting goals for life skills, including healthy eating and exercise. Third and fourth grade students share a special unit on hazardous materials and emergency planning. The resources for the unit are provided by Chippewa County and student projects are displayed at the Northern Wisconsin State Fair.

Kindergarten through sixth grade General Music classes use a variety of activities (kinesthetic, aural, and visual) to meet the students' needs. The music teacher has been reviewing the curriculum to make sure it meets the standards of music education, and leaves a positive impact on the students.

The elementary physical education curriculum is based upon students' motor, cognitive, social, and emotional development at each grade level. Central to the program are five themes which represent major movement concepts. The themes include locomotor skills, manipulative skills, non-manipulative skills, integrated movement, and personal fitness.

2a. **(Elementary Schools) Reading**:
(This question is for elementary schools only)

"No Child Left Behind" legislation did not change reading instruction at Cornell Elementary School. It has always been expected that students will learn to read and use their reading skills to help with content subjects in Junior and Senior High School.

The Reading curriculum at Cornell Elementary School starts outside of reading class. All teachers in our building encourage reading throughout the school day and in students' homes. A favorite time in all classrooms, for both teachers and students, is when the teacher reads a good book out loud, or requires silent sustained reading. Students are assigned to read books at home and they take home leveled books from guided reading groups along with books checked out from classroom libraries and the Media Center.

To motivate students to read, classrooms offer book clubs and the Media Center sponsors reading challenges. Our school has participated in Accelerated Reader for the past ten years.

The Kindergarten through fourth grade Reading/Language Arts block is one and a half to two and a half hours long. Fifth and sixth grade classes have a 45 minute Reading class and a 45 minute Language Arts class. Reading classes have always been approached as a combination of decoding skills, comprehension strategies and phonics.

Outside resources, including Reading Specialists from Cooperative Education Service Agency (CESA 10), and video classes have kept our reading instruction consistent throughout the grades with similar vocabulary and strategies. It is not unusual to walk through our halls and notice students using story maps or making connections with what they are reading. The consistency in our reading instruction began with Storylords, an early Wisconsin initiative to introduce comprehension strategies. Students watched a weekly educational television show with characters practicing strategies and teachers learned the strategies through professional videos. To continue with best practices in reading, teachers have implemented guided reading in their classrooms and our school purchased a leveled book room. Professional book discussions have allowed the staff to help each other and try new ideas.

3. **Additional Curriculum Area:**

The students at Cornell Elementary School like their science classes, they are involved in the lessons and excited to share what they are learning with their teachers, classmates, and families.

A Science and Art Fair is held each Spring to showcase students' science experiments and art projects. Primary grade students plan experiments with their families and during science class students in fourth, fifth and sixth grade pair up and plan experiments based on scientific method. The experiments are judged and parents and community members enjoy attending the Fair, where students are expected to explain how they conducted their experiment and the scientific concepts behind it.

The science curriculum uses FOSS kits in Kindergarten through sixth grade. Published by Delta Education the Full Option Science System (FOSS) kits are hands on investigations with materials for every student, rather than one demonstration by the teacher. The investigations take a lot of prep time, but the teachers feel that the time is worth it because the students do the investigations, and ask and answer their own questions.

One teacher describes her science lessons as "the kids get it," and when they are asked questions to ensure understanding, they extend their answers with other examples. A first grade kit on balance and motion includes springs and students add more examples of springs than were included in their science story.

FOSS kits are designed to help students become critical thinkers, and students are not given answers; they are expected to find their own answers through experimentation and exploration. During the first year of implementation, students struggled with answers, but now they ask questions and explain the content and conclusions of the activities. Teachers note that the FOSS kits have a rich vocabulary and are based on what matters to kids, especially as they are centered around everyday objects, including seeds, thermometers and scales.

4. **Instructional Methods:**

The teachers at Cornell Elementary School have high expectations for all of their students and modify their instruction to meet their diverse needs. Teaching decisions are made based on what we think is best for each student.

Classroom lessons often include students working with partners or in small groups so that students can learn from each other. The small groups are chosen for teaching points and are always flexible. A student may work with a struggling partner or the group may be working to challenge students a step further.

The teachers in our district teach outside of the textbook to meet our district curriculum and state standards, as well as the needs of all students. Teachers vary their assignments to take advantage of students' learning styles. Assignments may be paper and pencil for strong writers or power point presentations so students can share their learning in a different format. Small group instruction is chosen for teaching points and the groups are always flexible. Manipulatives, word walls and charts are a part of all classrooms. While students are encouraged to work through assignments with the least amount of support, it is available when needed.

The small size of our school allows for cross curricular activities. Teachers plan together so that students are writing essays about inventors in science, reading trade books to support math lessons and practicing survival skills after reading Hatchet. An across the grade activity allows fourth graders to practice their reading skills by sharing picture books with four year old kindergarteners.

Struggling students are served by our school's Title I intervention program. Students who qualify for Special Education services are allowed to go to their Special Education classrooms for resource help or other modifications, including having tests read to them. For students who need enrichment, classroom assignments are extended. For instance, students who know their weekly spelling words may be asked to use the words in sentences.

Our after school program collaborates with teachers to form a strong connection between the school's curriculum and the program's study sessions and homework time.

Assuring what is best for their students, teachers devote extra time in their day to help students. They encourage students to ask for help during their lunch and prep times. There is a true commitment by the staff to help every child learn and this dedication has proven to make Cornell Elementary school a great place to attend and learn at a highly proficient level.

5. **Professional Development:**

The professional development program of our school is based on collaboration. The small size of our school allows teachers to share students and lessons. Teachers work together during quick across the hall conferences

and staff meetings. Discussions center around what works and what doesn't work in managing students and teaching lessons. When we adopted our Investigations math curriculum, teachers talked about how students switched from drill and practice workbook pages to solving problems and explaining their answers. They also talked about how the new math series helped raise test scores and how parents could help with homework they weren't familiar with.

Always willing to try new materials, new technology or a different teaching idea, the teachers in our building like to try new initiatives together. When meeting with reading textbook representatives, classroom teachers recognized the need to differentiate reading instruction. Many of their students wouldn't be able to read the literature selections on their own. Looking for answers, the teachers attended workshops and read professional books. Guided reading was implemented and a leveled book room was purchased to support the students' need for books at their own reading level. Presently we are sharing new ideas and websites for smart board implementation into classroom lessons.

Cooperative Education Service Agency (CESA 10) staff has always been involved in helping teachers match their curriculum to local assessments, state standards and Wisconsin tests. The Cooperative Education Service Agency 10 is one of twelve CESA's throughout the state of Wisconsin designed to assist school districts with a plethora of professional development activites and school-based services within each region. In-service days are used for teachers to analyze test scores for gaps in our curriculum and for teaching points to bring back to our classrooms.

Throughout the school year teachers attend CESA workshops covering core subject areas and parent involvement. Mini in-services are held by attending teachers to share what they learned. Teachers also attend State Conferences and our math teacher attended a National Math Council meeting.

Recognizing needs in our building teachers have planned their own in-services. After school sessions with video classes, technology experts and book discussions have given teachers a chance to learn Microsoft Works, Easy Grade Pro, and implement guided reading consistently throughout the building.

6. **School Leadership:**

The leadership structure of our school is based on our students needs and is defined by leadership roles from our Elementary Principal, Community Learning Center (CLC), teachers and parents.

Dr. Paul M. Schley, who has been with the Cornell School District for the past eight years, serves as Elementary Principal and District Administrator. Dr. Schley places classroom instruction as his highest priority and writes schedules to reflect this importance. When our staff felt that math classes were too short, schedules were rewritten to gain more math time. Our Physical Education, Music and Art classes are scheduled in the afternoon to keep our Reading/Language Arts block uninterrupted for the entire morning.

In his role as District Administrator, Dr. Schley maintains an academic focus. When considering budget cuts, student needs are not cut. A compromise of larger class sizes allowed our building to continue scheduled purchases of Science materials and Social Studies, Math and Reading textbooks.

Dr. Schley also recognizes the importance of professional development and recommends that teachers attend classes and workshops; expecting that teachers will come back and share best practices and teaching tips at a staff meeting. There is also common prep time established each day for teachers in the same grade levels so they have an opportunity to collaborate, share, and learn from each other.

Many of our schools' initiatives are led by teachers. Instructional and fun activities involving classrooms, music, art, physical education, and the kitchen staff are planned during Red Ribbon Week, Book Week, and

Earth Week. Teachers also sponsor family dinners to help fund field trips and offer family nights to build relationships with parents and to share the school's curriculum.

Our school's Community Learning Center (CLC) leads many in and out of school functions. The CLC staff touches the lives of Cornell residents by offering life-long learning opportunities, family support services, volunteer involvement, senior citizen classes, and after school programs. Not to be left out is the fact that in order to run all these programs, the CLC is able to provide employment to dozens of individuals, including students.

We consider the parents of our students' leaders in their children's education. They are willing to keep school a priority in their busy family lives. Parents volunteer, read with their children and help with their homework. They attend school and after school events such as games, music programs, family nights, Open House and Parent Teacher Conferences. What's more, they show genuine concern for their children by consistently communicating with homeroom teachers about questions and concerns they may have.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: WKCE

Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	
SCHOOL SCORES					
% Proficient plus % Advanced	80	74	50	74	
% Advanced	16	37	13	32	
Number of students tested	25	27	32	31	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	79	77		56	
% Advanced	14	31		25	
Number of students tested	14	13		16	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Test not administered in 2004-05.

Subject: Reading Grade: 3 Test: WKCE

Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	
SCHOOL SCORES					
% Proficient plus % Advanced	80	81	78	77	
% Advanced	36	44	31	48	
Number of students tested	25	27	32	31	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	71	77		63	
% Advanced	29	46		31	
Number of students tested	14	13		16	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Test not administered in 2004-05.

Subject: Mathematics Grade: 4 Test: WKCE

Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	89	87	78	68	88
% Advanced	50	42	31	25	42
Number of students tested	28	31	32	28	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	1	0
Percent of students alternatively assessed	0	3	0	4	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	88	90	69	59	81
% Advanced	50	40	25	24	38
Number of students tested	16	10	16	17	16
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested				1	

Notes:

Subject: Reading Grade: 4 Test: WKCE

Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
% Proficient plus % Advanced	96	87	91	82	75
% Advanced	61	29	56	46	54
Number of students tested	28	31	32	28	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	2	1	0
Percent of students alternatively assessed	0	3	6	4	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	94	90	88	76	69
% Advanced	63	20	50	41	50
Number of students tested	16	10	16	17	16
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics Grade: 5 Test: WKCE

Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	
SCHOOL SCORES					
% Proficient plus % Advanced	87	73	69	74	
% Advanced	47	40	34	26	
Number of students tested	30	33	32	23	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	1	0	
Percent of students alternatively assessed	3	0	3	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced		64	65	75	
% Advanced		21	24	31	
Number of students tested		14	17	16	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Test not administered in 2004-05.

Subject: Reading Grade: 5 Test: WKCE

Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	
SCHOOL SCORES					
% Proficient plus % Advanced	90	85	91	70	
% Advanced	33	45	47	39	
Number of students tested	30	33	32	23	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	2	1	0	
Percent of students alternatively assessed	3	6	3	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced		86	88	63	
% Advanced		36	47	38	
Number of students tested		14	17	16	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Test not administered in 2004-05.

Subject: Mathematics Grade: 6 Test: WKCE

Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	
SCHOOL SCORES					
% Proficient plus % Advanced	85	73	70	65	
% Advanced	41	40	17	18	
Number of students tested	34	30	23	34	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	1	0	2	
Percent of students alternatively assessed	6	3	0	6	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	93	59	68	53	
% Advanced	33	29	21	18	
Number of students tested	15	17	19	17	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Test not administered in 2004-05.

Subject: Reading Grade: 6 Test: WKCE

Edition/Publication Year: 2009 Publisher: McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Oct	Oct	Oct	Oct	
SCHOOL SCORES					
% Proficient plus % Advanced	91	87	74	88	
% Advanced	50	43	35	38	
Number of students tested	34	30	23	34	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	1	0	2	
Percent of students alternatively assessed	6	3	0	6	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	93	82	74	82	
% Advanced	47	41	37	35	
Number of students tested	15	17	19	17	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:
Test not administered in 2004-05.